DOCUMENT RESUME

ED 128 925 95 EA 008 698

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TITLE Individualizing Professional Development for Educational Change Agents.
INSTITUTION Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Aug 75
GRANT OEG-0-8-522365-3959
NOTE 73p.; For a related document, see ED093453; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Change Agents; Educational Innovation; Inservice Teacher Education; *Institutes (Training Programs); *Program Descriptions; Records (Forms); *Summer Institutes
IDENTIFIERS TEEM; Tucson Early Education Model

ABSTRACT

This booklet describes the training strategies and materials developed as part of the Tucson Early Education Model (TEEM) program for training Program Assistants to foster implementation of TEEM in local school districts. The booklet contains samples of various training materials, as well as descriptions and outlines of the Summer Training Institute for Program Assistants that was held during the summer of 1975. (JG)

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ED128925

Individualizing
Professional Development
for
Educational Change Agents

August, 1975

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EA 008 698

THIS INSTITUTE WAS SPONSORED UNDER

U.S.O.E. GRANT NUMBER OEG 0-8-522365-3959

The Summer Institute training described in this report could not have been successfully implemented without the dedicated efforts of the Field Training Staff. The most competent work of the following staff members is therefore gratefully acknowledged:

Howard Burns
Jan Burrus
Louise Butts
Bob Canady
Kate Cloud
Sally Currin
Bette Dehls
Gene Einfrank
Ocea Goldupp
Doris Hart
Johanna Hildebrandt
Carol Hillyer
Jerry Maulson
LeGrand Maxwell
Evelyn Oursler
Bob Rentfrow
Darrell Sabers
Alice Smith
Sandy Voll
Nori Wagner
Adolph Wright

Work of resource consultants from the Center staff and the University of Arizona are also gratefully acknowledged. This institute would not have been possible without the dedicated work of our secretarial help, Julia Goforth, Eleanor Mills, Sara Zepeda, Kathie Yoder, Rachel Carter and Andrea Lyon. Their work, therefore, is also gratefully acknowledged.

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INTRODUCTION*

The Tucson Early Education Model (TEEM) is an educational program based on the philosophy that formal learning should begin with the experiences young children bring to the educational setting or classroom. The identification of experiences common to all children, together with the skills and attitudes needed to function in society, became the procedures and goals established by TEEM. Its program or MODEL for the education of young children represents years of study, experimentation, evaluation and reevaluation. TEEM utilizes results from the most recent research in the growth and development of young children. As it concentrates on the learning process, TEEM is a dynamic and ever-changing experiment in learning.

The Tucson Early Education Model is one of the National Follow Through Model Sponsors supported by the U.S. Office of Education. TEEM is a division of the Arizona Center for Educational Research and Development, College of Education, University of Arizona, Tucson.

TEEM represents an alternative approach to the traditional American educational system. TEEM's program utilizes and applies recent research to the processes of learning within an open classroom setting. Classroom activities are goal-oriented and learning is viewed as the result of a child's interaction with his environment. All content and procedures of TEEM's program recognize and focus on:

1. the skills and attitudes necessary to function in our technical society;

*Excerpt from *Tucson Early Education Model*, 1975, 4-9.

2. the behavioral characteristics and experiences which children bring to the educational setting, and

3. the nature of the learning process.

TEEM's program supports four major goal areas which focus on development of each child's

Language Competence--awareness of function of language and skills in language forms necessary for communicating in his culture and in the classroom

Motivational Base--attitudes and behavioral characteristics related to the productive social involvement necessary for learning (e.g., positive self-image, positive attitude toward school and the learning process, an expectation of success)

Intellectual Base--skills referred to as "learning to learn" skills (e.g., attending, organizing, sequencing, planning, organizing, evaluating alternatives, and making choices)

Societal Arts and Skills--skills of reading, writing, mathematics; social skills of cooperation, planning and the democratic process.

Part I - INSTRUCTIONAL PROGRAM DESIGN

The TEEM instructional program has been developed at the Arizona Center for Educational Research and Development, a component of the College of Education at the University of Arizona. This educational program is designed to provide a comprehensive educational program for children ages three through eleven. The program is organized to promote four program goals of education: language development, intellectual skills development, development of motivation for learning, and development of societal arts and skills (reading, writing, and math skills in addition to social skills). Process variables which define TEEM teacher behaviors include social reinforcement, modeling, individualization, generalization, and orchestration. The use of the P.I.E. Cycle (Planning, Implementation and Evaluation) defines for TEEM the organizational procedure for implementation.

Basic to the organization of the TEEM classroom environment is planning for the two fundamental activity periods within TEEM: (1) committee work time and (2) child self-selection time. Children are heterogeneously grouped during committee work time with five children working together in one group. Four or five groups of children rotate through a variety of interest centers designed to implement the four goal areas of the program as well as provide for generalization of concepts and understandings to a variety of behavioral settings. Rotation through the committees may vary in time; some rotations taking an hour or less, other rotations being extended over the day. Child selection time is implemented daily in all classrooms and provides opportunity for the children to select activity from the environment which has been carefully designed by classroom personnel to permit further facilitation and extension of learning. The adult in

her teaching role is a model and facilitator. She/he sometimes works with small groups or individual children on a more limited basis in order to promote more independent interaction of the children with the learning environment.

Role of Program Assistant

The Program Assistant is the agent of change in the local community educational setting. The overall responsibility for the Program Assistant is fostering implementation of TEEM on the community level in Follow Through classrooms. Though Program Assistants must work closely with all personnel directly involved in Follow Through classrooms, the major portion of her time is spent working with classroom personnel. A Program Assistant is specifically assigned as a trainer to work with five to seven teachers. Within the classroom setting, the Program Assistant operates in three main roles.

1. Modeler - In the role of "modeler" the Program Assistant, classroom teacher and the teaching assistant select a particular teaching activity to be modeled (e.g., reinforcement techniques, introducing new materials, use of open-ended questions, etc.) as a focus of attention. The individual adult is freed to observe the chosen activity being modeled by the Program Assistant in the classroom setting. The technique being modeled is then critiqued for effectiveness. This is often an invaluable expression of techniques or ideas advanced in print.

2. Extra Pair of Hands - As "another pair of hands" the Program Assistant works beside the teacher and assistant, providing a lower adult-child ratio. This increases the quality of adult-pupil interaction and communication. The rapport gained by teacher and Program Assistant working together serves to heighten the appreciation of their respective roles.

3. Observer - At the request of the teacher, the Program Assistant may serve as an "observer" of a particular classroom variable (an individual child,

pupil-teacher interaction, etc.). This brings more specific feedback and suggestions for implementation into the follow-up planning sessions.

Whether the Program Assistant is in the role of modeler, another pair of hands, or observer, the planning done before and after classroom participation provides a setting in which adult roles are developed, specified and evaluated. This communication and training setting allows an opportunity for critiquing and evaluating both the implementation of the program and the meeting of children's needs.

Outside the classroom setting the Program Assistant is responsible for development of pre-service and in-service workshops for classroom personnel; organization of resource materials for classroom personnel; and attendance at regularly scheduled meetings with the program director and when possible principals of schools implementing TEEM classrooms. A Program Assistant coordinates the efforts of and cooperates with personnel associated with TEEM.

TEEM Follow Through Program

The Tucson Early Education Model (TEEM) is being implemented as a Follow Through Program in nineteen communities throughout the United States. Field Representatives are hired by the University of Arizona to train Program Assistants both in the local communities as well as during the summer training institutes at the University of Arizona. Generally, each Field Representative is assigned two communities. Each Follow Through community is contracted to receive training from a Field Representative approximately six times during the school year.

Training of Field Representatives (Trainers of Trainers)

One week of every month, during the academic school year, the Field Staff for TEEM participates with the Coordinator of Educational Development in studying and developing various aspects of the instructional program. During this time,

Field Staff bring to the Center feedback from the Follow Through communities about the degree and quality of implementation of the TEEM program and isolated areas for study which are particularly relevant to community needs. It is during these training sessions that intensive work is done with and by the staff in the areas of operational understanding as implemented in TEEM. Training strategies are developed for Program Assistants for their training in the community. Also during the academic school year, work is begun to develop a Resource Training Manual for the summer training institute. This manual contains training materials developed at the Center in the areas of the National Follow Through Program and TEEM. Commercial materials of related interest and relevance to the areas covered in the institute are also included.

Part II - DEMOGRAPHIC OVERVIEW OF INSTITUTES

A total of 73 persons representing eighteen of TEEM's communities throught the country participated in the institute. Also enrolled were two persons from the Arizona and Oklahoma State Departments and the Head Start Director of Lakewood, New Jersey.

Table 2 represents a tally by designation of roles of the participants.

Table 1

ENROLLMENT BY COMMUNITIES IN THE SUMMER INSTITUTE

COMMUNITY	NUMBER OF REPRESENTATIVES	
	INSTITUTE 1	INSTITUTE 2
Abbeville	1	3
Baltimore	4	5
Chickasha	3	---
Choctaw	---	6
Des Moines	2	---
Durham	---	2
Ft. Worth	---	10
Hoonah	1	3
Lakewood	---	---
Lincoln	4	---
Los Angeles	2	---
Newark	3	---
Pikeville	---	4
Santa Fe	2	---
Shawnee	6	---
Tucson	---	2
Vincennes	1	---
Walker County	4	---
Wichita	4	---
Non-Community Personnel	3	---
TOTALS	40	33 = 73

Table 2

PARTICIPANT ROLES
IN THE SUMMER INSTITUTE

ROLE	INSTITUTE 1	INSTITUTE 2
Program Assistants	31	22
Teachers	1	2
Director, Assistant Director, or Coordinator	2	5
Head Start	1	---
Psychological Services	---	1
State Department	2	---
Staff Development	1	---
Parent Involvement	2	2
Principal	---	1

Part III - ORGANIZATION OF THE TRAINING INSTITUTE

Each year the Arizona Center for Educational Research and Development has organized and conducted a summer training institute which has served as the basis for continuing TEEM's implementation within each community. The training is designed for and directed to the Program Assistant who is the change agent in the local community.

The emphasis for the training evolved around TEEM's instructional component, but also incorporated the parent involvement and evaluation components.

After consulting with communities, the following dates were determined as summer training dates: May 19-May 30, 1975, for the first session; and June 9-June 20, 1975, for the second session.

Eighteen of TEEM's nineteen communities were able to participate in one of the summer training sessions. The Arizona Center could not provide stipends for participants this year but was able to continue to offer two academic credits for participation in the institute from the University of Arizona, College of Education.

As in the past, a needs assessment was sent to each community to provide the Center with information regarding their needs for summer training. With this information and Field Staff's perception of needs, the content of the institute was determined. To accommodate the range of participants' experiences, the format of scheduling provided an environment which would best facilitate individualization. Learning centers were set up during each morning for committee time. Each participant determined his/her goals and needs and the amount of time required to meet these needs. Participants registered for designated committee time periods which were scheduled for six days of the institute. Their choices reflected their

individual goals. The afternoon time schedules provided options from which the participants could choose. Choice was based on their projected individual needs and goals. Each participant was able to sign up for one two-hour option each afternoon over a period of five days. Two of the options offered were sequenced sessions; all of the other sessions were set up as complete sessions but contained related content. Therefore, an individual could pursue a desired interest.

Staff members plus additional resource persons were utilized according to individual participant needs with each area provided for during the institute (see Schedules, Appendix A and Descriptions of Options in Part V of this report).

Field Staff were grouped as teams to provide leadership for sessions. Each team developed Topic Outlines for their respective sessions. (A more detailed description of each session is presented in another part of this report.) Each session description indicates the facilitator's general and major objectives in addition to the strategies which were used within the framework. Within the framework each participant was then asked to develop his/her objectives for working in a particular area. The overriding purpose of the institute was provided through the Participant Training Expectations (see Appendix B).

Each participant was assigned to a Planning Group. These Planning Groups met each morning and afternoon for planning, review and evaluation activities. Leadership was provided by a team of Field Staff members.

Time was also scheduled for community pre-service planning. At this time the identified Field Representative for each community was able to meet and discuss issues on a community basis.

The last two days of the two-week schedule were set aside for individual and group participant presentations. This process was utilized as one means for participants to share and refine strategies for community application.

The use of an audio-visual resource room was available on a daily basis for independent viewing or utilization of equipment for development of strategies.

Training sessions began at 8:00 a.m., and ended at 3:30 p.m. each day. The Committee Exploration Time was held from 9:00 a.m. to 11:30 a.m. each morning. Option sessions were held from 12:30 p.m. to 2:30 p.m. each day. As was previously mentioned, the first morning hour was designed for Planning Group time and the end of the day for individual assessment of goal attainment.

There were adjustments made for the second session, but basically the overall framework for the institute remained the same.

Participants were asked to fill in a written evaluation form at the end of the two-week training period.

Weekly Staff Meetings

Training staff met with the training and evaluation coordinators a minimum of twice a week. The main purpose of these meetings was to reflect on participant feedback as they participated in the training experience. Since the participants were organized in Planning Groups, communication between training staff and training participants appeared to be extremely effective. Training staff acted as resource people for the Planning Groups.

Selection and Commitment

Each of the participants was afforded five areas within learning centers to provide for their individual needs. These learning centers were held on a daily basis. Seventeen options were available for selection by the participants. The participants based their choices on their own priorities, and each was responsible for the maintenance of his own objectives for the selected topics.

Special Sessions

Several special sessions were designed to provide an introduction to the more basic areas and a foundation for other sessions. 12 percent of the participants

were new in their role as Program Assistants, 10 percent were persons in other roles, but also new to TEEM. The following sessions were provided within the schedule for persons new to TEEM: Introduction to TEEM; Roles in TEEM on the Community Level; and Training Newcomers to TEEM.

The "Roles in TEEM" option was required of all Program Assistants new to their role this year, but was not limited to this population.

Both training sessions sought to reflect the individual needs of the attending participants.

All training participants received a copy of the Resource Manual for Program Assistants which contained basic reading and training materials.

First Institute Review

At the completion of the first two-week institute, an in-depth review was conducted to determine what needs appeared not to be met. Time allotments for area emphases and options were investigated to determine if such allotments should be increased or decreased. As a result, certain revisions were made for the second institute and will be discussed in a later section.

Topic Outlines

As part of the preparation for the two-week training period each staff team was responsible for presenting an overview to the total training staff. This was requested so that all staff members would be knowledgeable about the various sessions and options to be offered and also to gain additional input from other staff members.

As an extension of this preparation each team was also requested to fill out a Topic Outline. The information contained within the Topic Outline was necessary for the overall scheduling of training, but also provided a birds-eye view of each session. Each of these Topic Outlines will be presented as a description of the sessions and options section.

Part IV - SUMMER TRAINING EVALUATION

Introductory Statement

Two training institutes were conducted during the summer at the Arizona Center for Educational Research and Development in Tucson.

Both of the institutes were designed to allow individualization of training for each of the participants. Because of this individualization each participant had to have a unique set of objectives dependent upon the sessions attended and individual needs. These objectives were expressed by the participant in behavioral terms.

An evaluation which measured only global objectives of the institute would not be responsive to this individualization aspect. Therefore, the evaluation was predominantly related to the individual participants and to the specific sessions. To accomplish this the evaluation was designed on three levels.

Level 1 - Participant Conferences with Field Representatives

Participants met with assigned Field Representatives at the beginning of each institute. During this meeting objectives were set for the entire institute. Attainment of these objectives would be documented with a written product and a presentation at the completion of the institute. Daily group meetings were held at the beginning and end of each institute day for review and revision of objectives based on the training received that day. This time was also used for review and revision of the documentation product and presentation format.

Level 2 - Session Evaluation

During the Field Representative-Participant conferences, the participants evaluated verbally the sessions they had attended that day. This information

was fed back to the session leaders at the conclusion of each institute day via the field representative meetings. Revisions were made in sessions and/or options where needed.

Level 3 - Institute Evaluation

A global evaluation was conducted at the completion of each institute. The primary purposes of this evaluation were to provide information concerning met and unmet needs, recommendations for improvement of the institute, and provide a summary evaluation of each of the sessions and options. The items on the evaluation instrument asked for an open critique of the sessions and options that the participant had attended. The critiques were anonymous unless the participant opted to sign his name. A summary of the data derived from this evaluation is included in this section. The instrument is included as Appendix F.

Summary

Level 1 Evaluation

Two days were scheduled at the completion of each institute for presentations by participants to groups. Each of these presentations was critiqued by the group involved and by field representatives. Each of the documentation products was reviewed by at least one Field Representative and comments made. Revisions were made if necessary.

Level 2 Evaluation

In general, most of the information derived from this evaluation resulted in revision of participant's objectives rather than revision of the sessions/options. A major difficulty with this type of evaluation for session/option revision is accuracy. Accuracy is doubtful as more people are responsible for transmitting information. A recommendation for future institutes would be to return to procedures used in the 1974 institutes and have daily evaluation forms to be completed.

Level 3 Evaluation

Participants from both institutes were in general agreement in the following global evaluations.

1. Participants indicated that this summer's institutes were better than previous institutes.

2. Participants commented on the high degree of individualization and the great variety of offerings as being highly positive aspects of the institute.

3. Participants indicated that the final presentations were one of the most valuable aspects of the institutes.

4. Participants indicated that the new facilities were adequate.

There were mixed reactions to daily morning and afternoon evaluation and goal setting conferences. Some participants indicated that time was wasted in these sessions while others indicated that they were highly beneficial. Group dynamics may explain some of these differences.

Many participants had difficulties adapting to the high degree of personal responsibility for goal setting at first but responded as the institute progressed. Some could never adapt. Personal responsibility appeared to work better for experienced program assistants than for inexperienced program assistants.

Two sessions and three options were revised as a result of comments from the first institute.

Session/Option	Revision
"Intellectual Skills"	Moved some options into morning session time slots for some emphasis
"Cultural Pluralism"	Moved some sessions into afternoon option time slots

Session/Option	Revision
"Evaluation"	Redirected for a broader audience
"Learning Styles"	Omitted one option time slot
"Assistant Teachers"	Limited number in session and eliminated repetition session

Other comments which pertain to specific sessions/options are included in the Field Representative session/option evaluations.

All suggestions for improving future institutes were documented and retained for planning the 1976 Summer Institute.

Part V - CONTENT OF COMMITTEE TIME AND OPTIONS PRESENTED

The following section provides a general overview of the content emphases of the two institutes.

The topic outline form is given for each of the morning committee time sessions. This includes a brief description of the session, the major objectives of the session and training strategies to achieve objectives. Another section included is Revisions. This is a record of changes which were made between the first and second institutes.

Following these Topic Outlines are condensed summaries for each of the options provided in the afternoon for both sessions.

All materials utilized in the institute are on file at the Arizona Center for Educational Research and Development.

TOPIC OUTLINE

SUMMER INSTITUTE

1975

I. SESSION TITLE: Language Experience in Reading

II. SESSION LEADER(S): Evelyn Oursler, Nori Wagner, Jan Burrus, Bob Canady

III. PARAGRAPH DESCRIPTION OF SESSION:

There will be four areas of emphasis for LEIR:

1. What is LEIR? -- will include introduction, identification and application of three strands.
2. Materials: creative writing, dictation.
3. Language Development in-depth.
4. Criteria for LEIR

IV. MAJOR OBJECTIVES OF THE SESSION:

1. Each participant will set a focus of study for LEIR.
2. Each participant will set his own expectation for developing a strategy for:

   a. use with teachers, aides, parents; and
   b. use with children.

V. TRAINING STRATEGIES TO ACHIEVE OBJECTIVES:

1. Daily planning and evaluation of personal objectives.
2. Resource people and materials; staff persons responsible for an assigned area, although areas will overlap.
3. Each participant will share his strategy with other participants

VI. MATERIALS REQUIRED:

Video - VTR
ditto masters
Language Master
Tape (audio) cassettes
Film Strip projector
tape recorders
Packets of 5x8" file cards
LEIR Kits
Peabody Language
SRA Kits
Selected books
folders containing handouts

SESSION TITLE: Language Experience in Reading
SESSION LEADER(S): Evelyn Oursler, Nori Wagner, Jan Burrus, Bob Canady

VII. REQUIRED TIME ALLOTMENT:

2-1/2 hours -- six days

VIII. REQUIRED SPACE ALLOTMENT:

Big room or area in Kiva that could be permanent and have outlets or video and tape recorders

IX. ADDITIONAL INFORMATION:

Ongoing materials developed to be duplicated for all participants:

1. Personal idea file
2. Individual bibliography
3. General bibliography
4. Duplicated materials, strategies, procedures

X. EVALUATION STRATEGY:

Group discussion and evaluation

XI. EVALUATION FINDINGS: (Attach instruments and Data Summarizations; Graphs, Tables, etc.)

Very positive comments:

1. Verbal evaluations to center leaders
2. Written evaluations in folders

Dr. Allen -- "Greatly appreciated."

Participants enjoyed being able to explore kits.

Conclusions: Five-Star Performance

Note: Our modesty prohibits us from using self-praise as a measurement for findings!

Participants were very glad to have the LEIR kits available for their use. Some had not had a kit available to them and so they could explore the materials before Dr. Allen was with us.

XII. REVISIONS: (Were revisions necessary for Second Session? If yes, explain)

No revisions were necessary.

SESSION TITLE: Language Experience in Reading
SESSION LEADER(S): Evelyn Oursler, Nori Wagner, Jan Burrus, Bob Canady

XIII. LIST RESOURCE MATERIALS USED:

Skills and Abilities in a Language Experience Approach
Reading in a Language Experience Approach
Test-Taking Learning Center (Dr. Allen)
Book Binding
Language Experience Approach Checklist
Appendix: Utilizing Word Banks
Steps for Taking Dictation

TOPIC OUTLINE

SUMMER INSTITUTE

1975

I. SESSION TITLE: Discovery Center (Math and Science)

II. SESSION LEADER(S): Bette Dehls, Doris Hart, Keith Meredith

III. PARAGRAPH DESCRIPTION:

This center will be an integrated math-science exploratory-discovery center in which resource materials plus two or three ever-changing mini centers will be present.

IV. MAJOR OBJECTIVES OF THE SESSION:

1. A participant will devise an on-going math-science curriculum that has continuity across time and content areas.

2. A participant will devise a methodology for applying the math integrated curriculum in TEEM framework.

3. A participant will devise a strategy for training teachers and aides in exploratory behaviors in developing math concepts.

4. A participant will present and critique her strategy.

V. TRAINING STRATEGIES TO ACHIEVE OBJECTIVES:

1. Have participants set objectives and strategies for reaching objectives.

2. Create a learning environment that stimulates exploratory behaviors.

3. Act as a resource person and a facilitator to each participant.

4. Use Dr. Brown and Dr. Blecha as additional resource persons.

VI. MATERIALS REQUIRED:

5x8" index cards (as many different colors as possible), 100 number lines, 1" colored wood cubes, 500 sheets graph paper--1" squares, 15 sets felt tip pens, 10 pair adult sharp scissors, railroad board--120 sheets--assorted colors, paper fasteners--1/2" and 1" (10 boxes), Games (Bingo, HiHo Cheerio, Ladders,others), Nuffield Math Series, Cuisenaire sets, Math Lab from Creative Press, Math games from Inventive Press, Language Master, camera and film, two tape recorders, filmstrip projector, audio-visual equipment, record player, 100 cassettes, overhead, professional books and journals, and newly created resource file.

SESSION TITLE: Discovery Center (Math and Science)
SESSION LEADER(S): Bette Dehls, Doris Hart, Keith Meredith

VII. REQUIRED TIME ALLOTMENT:

2-1/2 hours -- six days

VIII. REQUIRED SPACE ALLOTMENT:

Large room with bulletin boards

IX. ADDITIONAL INFORMATION:

None

X. EVALUATION STRATEGY:

Subjective observation of committee persons by two group leaders of the following:

1. involvement in centers;

2. task persistence at exploratory and resource materials; and

3. interaction with resource people.

Dialogue between leaders and committee persons regarding individual objectives.

Group leaders reviewing their objectives in light of what transpired daily.

XI. EVALUATION FINDINGS: (Attach instruments and Data Summarizations; Graphs, Tables, etc.)

Seven persons presented strategies in related math-science areas.

Resource people--majority reporting thought Brown and Blecha valuable for solving individual community concerns.

Participants commented favorably on the changing centers and environment and vast resource materials and practical activities.

Total attendance was 54. Of 32 evaluations, 26 people attended this area.

In light of objectives:

1 person investigated a math curriculum structure form;
7 persons developed and presented specific training strategies and had these critiqued; and
26 people explored materials in the well-organized, ever-changing, dynamic environment.

SESSION TITLE: Discovery Center (Math and Science)
SESSION LEADER(S): Bette Dehls, Doris Hart, Keith Meredith

XII. REVISIONS: (Were revisions necessary for Second Session? If yes, explain)

Yes, for Second Session:

1. The expectation that each time a person attends the session, he will interact with and/or explore at least one organized learning center before pursuing his own for the day; and

2. from the above experimentation, the participant will develop a card or cards to use this idea for classroom implementation.

XIII. LIST RESOURCE MATERIALS USED:

Nuffield Materials
Cuisenaire Rods and task cards
Geoboards and teacher materials
Language Master
Camera and film
typewriters
records and tapes
games galore
activities abundant
record player and records
profound professional books
learning centers:
- Kits--classification
- Piaget tasks
- Assemble-disassemble
- Air experiments
- Metric cooking
- Games

TOPIC OUTLINE

SUMMER INSTITUTE

1975

I. SESSION TITLE: Materials Selection

II. SESSION LEADER(S): Louise Butts, Alice Smith, Sandy Voll, Adolph Wright

III. PARAGRAPH DESCRIPTION OF SESSION:

A position paper will be presented on TEEM's philosophy as related to the materials in the environment. A survey of materials used in TEEM classrooms will be made. Participants will select specific materials to analyze according to criteria on the material selection checklist

IV. MAJOR OBJECTIVES OF THE SESSION:

1. To review commercial academic materials used in TEEM classrooms with view of their adaptation to TEEM's philosophy:
   a. to assist participants in their ability to identify TEEM philosophy as related to materials and their use;
   b. to assist the participants in exploring strategies for the use of commercial materials by teachers in TEEM classrooms; and
   c. participants will be able to plan and write a strategy for using specific kits of materials in their setting in a manner consistent with TEEM.

V. TRAINING STRATEGIES TO ACHIEVE OBJECTIVES:

1. Survey of what materials are presently being used in TEEM classrooms.

2. Explore selected material using checklist for analyzing various aspects for compatability to TEEM.

3. Provide possible resource person (us).

4. Selection of a program for development of strategies for ongoing training in TEEM communities.

5. Demonstration of strategy with adults or children.

VI. MATERIALS REQUIRED:

Checklist
Position Paper
Professional books on Curriculum Development

VII. REQUIRED TIME ALLOTMENT:

2-1/2 hours -- six days

SESSION TITLE: Materials Selection
SESSION LEADERS(S): Louise Butts, Alice Smith, Sandy Voll, Adolph Wright

VIII. REQUIRED SPACE ALLOTMENT:

Instructional Materials Center and TEEM's Conference Room.

IX. ADDITIONAL INFORMATION:

Use of developed Materials Selection Form
Position Paper/Checklist

X. EVALUATION STRATEGY:

Included in overall workshop evaluation form. Participants' comments provided evaluation information.

XI. EVALUATION FINDINGS: (Attach instruments and Data Summarizations; Graphs, Tables, etc.)

A total of 24 participants signed up. Approximately five additionally used IMC for individual work (research related to presentations.

The checklist served as a guide for evaluating materials. Some participants used it more extensively than others--depending on their objectives (e.g., it was most helpful for reading/math/etc. materials; less helpful for exploring resources, catelogs, children's storybooks).

Out of 16 who commented on evaluation forms:

10 appreciated the time to look at new materials (books, audio-visual, multimedia, etc.)

6 appreciated the good resources available

3 mentioned insufficient time to explore all that was available

1 said checklist was too long.

1 said checklist would be valuable for community use.

XII. REVISIONS: (Were revisions necessary for Second Session? If yes, explain)

No revisions in checklist seemed to be necessary. A revision in scheduling as follows:

1. do not offer as a separate morning committee, but have IMC available for all committees to use as needed (resource personnel will still be in IMC in the morning to assist participants); and
2. add as an afternoon option; the number of days to fit in with overall scheduling (at least one resource person will be in IMC on scheduled afternoons).

XIII. LIST RESOURCE MATERIALS USED:

Paper and checklist--"Selection of Materials for Use in TEEM"
All materials in IMC.

Summer Training, 1975

SELECTION OF MATERIALS FOR USE IN TEEM

TEEM as an educational program is a strong effort toward individualizing instruction in the public schools. Implementation proceeds on the understanding that all children start school with not only previous language and experiences but also with individual ways of learning. It is believed that children's learning is enhanced or is encouraged by the teachers' commitment to work with these individual characteristics. In this light "learning materials" in TEEM classrooms are used in a manner consistent with the goal areas of TEEM' that is for encouraging a developmental pattern of intellectual skills, providing motivation for learning, extending the language base and developing societal arts and skills in children. The process of achieving these goal areas is encouraged through the application of what is called TEEM process variables. Therefore, use of learning materials should:

1. Account for individual style, rate of learning and level of ability.
2. Account for options throughout the classroom environment.
3. Contribute to an environment that invites children to participate in activities and at the same time sets expectations for children in terms of use of knowledge and skills.
4. Provide for orchestration of learning

Objectives

Therefore, participants will look at commercial academic materials used in TEEM classrooms in view of its adaptation to TEEM's philosophy utilizing the accompanying checklist.

Assist them in their ability to identify TEEM philosophy as related to materials and their use.

Assist them in exploring strategies for the use of commercial materials by teachers in TEEM classrooms.

Enable them to set down a strategy or strategies for using specific kits or material in their settings in a manner consistent with TEEM.

ARIZONA CENTER FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT
Summer Training, 1975

SELECTION OF MATERIALS FOR USE IN TEEM

Title _____

Author(s) _____

Publisher _____

Copyright Date _____ Cost per unit _____ Total Cost _____

PROFILE OF MATERIAL

Use the following checklist as a guide to describe the material as it is presented by the publisher.

✓ items that apply		Comments
	Basic series; ____ graded levels; Number of levels used per year ___	
	Suggested age levels: ___ to ___	
	Suggested grade levels: ___ to ___	
	Kit or lab	
	Resource or reference	
	Single copy	
	Multiple copies	
	Manipulative materials	
	Consumable (one time use only)	
	Reusable materials	
	Requires additional materials/ resources	
	Self-contained materials/no additional materials required	
	Teacher manuals/guides provided	
	Evaluation sections/materials provided	
	Organization: sequential	
	Organization: flexible	

	To be used by: individual child	
	small heterogeneous groups	
	small homogeneous groups	
	whole groups	
	Recommended use by child(ren): as a resource	
	for discovery	
	for manipulation	
	for skills development	
	Recommended use by teacher: for direct instruction	
	___ for child discovery	
	for reference	
	to meet academic goals	
	to meet affective goals	

Main goals as stated in the material: _____

How do actual procedures/processes support or contradict stated goals? _____

ADAPTABILITY FOR USE IN TEEM

Any materials used in a TEEM program must meet certain criteria. These criteria are represented by the following categories.

√ If these materials are in your TEEM classroom, how would you use them to meet the criterion of:

	Choice / options / alternatives
	Levels of learning
	Styles of learning
	Rates of learning
	Variety of interests
	Motivation
	Language development
	Intellectual development
	Societal arts

	Academic skills: reading
	Academic skills: math
	Academic skills: science
	Self-evaluation
	Positive self-concept
	Positive toward others
	TEEM's organization of the day (whole group planning, committee time, self-selection time)

How do portions of this material lend themselves to an activity(ies) that reflect:

TEEM Processes	Comments
PIE Cycle	
Individualization	
Generalization/ Transfer	

TEEM Processes	Comments
Orchestration	
Modeling/ Imitation	
Reinforcement	
Mediation	
Assessment/ Evaluation	

Ways to use these materials in in-service training with teachers: _____

TOPIC OUTLINE

SUMMER INSTITUTE

1975

I. SESSION TITLE: Parent Involvement

II. SESSION LEADERS(S): Jerry Maulson, Sandy Voll, Jan Burrus

III. PARAGRAPH DESCRIPTION OF SESSION:

The first five to ten minutes will be spent discussing concepts and objectives of the Parent Involvement session. The rest of the time Program Assistants will work on concepts and strategies, using PA-PI Planning Form. Towards the end of the session, time will be set aside for Program Assistants (who so wish) to share with session group on what they developed. Session leader's role will be to mediate and facilitate Parent Involvement concepts during work time in session.

IV. MAJOR OBJECTIVES OF THE SESSION:

1. Each participant will develop and return at least one Parent Involvement strategy.
2. Program Assistants will prepare themselves to provide more leadership in developing strategies for parent workshop training within their community.
3. Program Assistants will define their role within the Parent Involvement Component in the community.
4. A Program Assistant booklet will be developed from the completed Parent Involvement strategies.

V. TRAINING STRATEGIES TO ACHIEVE OBJECTIVES:

1. Individual and small group planning to design their own strategies using PA-PI Planning Form.

2. Large group discussion --
   a. exploring concepts of Parent Involvement; and
   b. introduction to PA-PI Planning Form.

VI. MATERIALS REQUIRED:

1. Pencils

2. Paper

VII. REQUIRED TIME ALLOTMENT:

2-1/2 hours -- six days

SESSION TITLE: Parent Involvement
SESSION LEADER(S): Jerry Maulson, Sandy Voll, Jan Burrus

XIII. REQUIRED SPACE ALLOTMENT:

Room with tables for small groups

IX. ADDITIONAL INFORMATION:

One booklet will be sent to participants and one to all TEEM communities in August.

X. EVALUATION STRATEGY:

1. Community Motivational Approach (painting)

2. Each participant will turn in one Parent Involvement strategy for Program Assistant booklet.

XI. EVALUATION FINDINGS: (Attach instruments and Data Summarizations; Graphs, Tables, etc.)

1. Increase in Parent Involvement attendance--21 participants

2. Twenty-three strategies returned

XII. REVISIONS: (Were revisions necessary for Second Session? If yes, explain.)

None.

XIII. LIST RESOURCE MATERIALS USED:

Paint, paper, brush, time and talent.

Parent Involvement
Summer Training - 1975

Recording & Documentation

going

LEVEL I - NEW PARENTS
Knowledge & Identification -- Visual - Concrete
What the Parent Sees in the Classroom

LEVEL II - EXPERIENCED PARENTS (1-2 YRS.)
Planning & Development -- Transitional - Recognition
Involvement in Process

LEVEL III - PARAPROFESSIONALS
Implementation -- Abstract - Symbolic
Application of Processes

SAMPLE

PA - PI PLANNING FORM

NAME: Sue Green DATE: 5/5/75 COMMUNITY: Lincoln

WHO FOR: Parent who has signed up to attend workshop

TIME ALLOTED: 2 hours (7 p.m. - 9 p.m.)

INDICATE PLACE WHERE IT WILL BE HELD: Huntington School - Night

Third Grade Classroom - Jones

STAFF INVOLVED IN PLANNING: Sue, Ruby, Ann, Mr. Brown

I. TEEM CONCEPT TO BE DEVELOPED:

Small Groups

II. RATIONALE FOR WORKSHOP:

1. Twenty parents have indicated an interest and need by signing up for this workshop.
2. To get rid of parents' misconceptions about small groups.
3. To help parents become more familiar with the TEEM classroom.
4. To increase parent participation.

III. OBJECTIVES FOR WORKSHOP:

1. To help parents understand the rationale for small groups within the TEEM classroom.
2. To provide parents an opportunity to explore the centers that are set up within the classroom.
3. To include parents in the process of small group interaction (4 centers X 15 minutes) (Exp: Art, Math, Language, Writing)
4. To have parents identifying their own abilities to participate in the classroom for future involvement.

IV. PROCEDURE OR STRATEGIES:

1. Prior to workshop, flyers will be sent home to parents explaining the workshop (small groups, time, place, etc.)
2. Objective 1: Total Group using transparencies for rationale (15 minutes)
3. Objective 2: Informal time for parents to explore; staff members available for answer questions (Coffee break - 15 minutes).

PROCEDURE OR STRATEGIES: (CONT.)

4. Objective 3: Centers previously planned by staff members will be set up for parent participation (4 X 15 minutes - 60 minutes).

5. Objective 4: Total Group; Question and answer session; plan for future involvement (parents may sign up as a parent volunteer on calendar provided) (30 minutes).

V. STAFF ROLES - WHO WILL DO WHAT?

Sue - Set up centers; provide calendar

Ruby - Send out flyers; initiate question and answer session.

Ann - Explain rationale in Objective 1 (transparencies).

Mr. Brown - Room permit; provide equipment needed.

VI. MATERIALS NEEDED:

transparencies

overhead

materials at centers

sign-up calendar

permit for use of school room at night

VII. EVALUATION:

1. Parent attendance and participation during workshop.

2. Increase or decrease in parent volunteers.

3. Any positive changes in a child's behavior due to parent participation within classroom.

(or)

4. Child's attitude

5. Participation parent enlists new volunteers for classroom.

6. Increased number of questions from parents (teacher-parent conferences).

VIII. FOLLOW-UP:

Visit with Tim's mother about LEA (5/10/75, 3:30 at 2919 E. 18th. Street).

Provide materials to Mrs. Jones to make trial game she saw at Math Center.

TOPIC OUTLINE

SUMMER INSTITUTE

1975

I. SESSION TITLE: Cultural Pluralism

II. SESSION LEADER(S): Howard Burns, Kate Cloud, Alice Paul

III. PARAGRAPH DESCRIPTION OF SESSION:

This session will be geared to discussion and material examination of how to build an appreciation and awareness of the uniqueness of people.

IV. MAJOR OBJECTIVES OF THE SESSION:

1. To build the awareness that cultural differences are part of what makes people unique.
2. To provide participants the opportunity to walk a mile in the other man's moccasins.
3. To explore and examine material resources that deal with cultural awareness.
4. To assist participants to compile materials adaptable to their community population.
5. To develop strategies for incorporating cultural awareness in the classroom as well as for teacher training.

V. TRAINING STRATEGIES TO ACHIEVE OBJECTIVES:

1. Group discussion stimulated by situational task cards, films, etc.
2. Use of materials and resources for examination and discussion on an individual or group basis.

VI. MATERIALS REQUIRED:

Film projector
Books and articles
file cards
Paper--8-1/2 X 11" --variety
Stapler
Writing tools
Chart paper

VII. REQUIRED TIME ALLOTMENT:

2-1/2 hours -- six days

SESSION TITLE: Cultural Pluralism
SESSION LEADERS(S): Howard Burns, Kate Cloud, Alice Paul

XIII. REQUIRED SPACE ALLOTMENT:

Room with tables for small groups

IX. ADDITIONAL INFORMATION:

Request sent to participants on general information plus effective materials on cultural awareness for use in the session.

X. EVALUATION STRATEGY:

The objectives set forth in this session were accomplished more on an individual basis as would be expected. This was indicated by participant evaluation at the end.

XI. EVALUATION FINDINGS: (Attach instruments and Data Summarizations; Graphs, Tables, etc.)

Some feeling that the sessions had too little input on the proposed focus. In general, reactions were positive.

XII. REVISIONS: (Were revisions necessary for Second Session? If yes, explain)

As a result of evaluation of the First Session, we gave a brief input at the beginning of each session to assist participants in achieving a focus and finding materials useful to each focus.

During Second Session an adjustment in the scheduling of Cultural Pluralism was made. It was presented as an afternoon option for three days and as morning committee times for three days, instead of being in the morning all six days.

XIII. LIST RESOURCE ARTICLES AND MATERIALS USED:

TEEM Instructional Objectives for Language
Labov's"Academic Ignorance and Black Intelligence," Atlantic Monthly, June, 1972.
Movie Presentation List.
"Teachers Don't Like to be Labeled"by Harry Forgan
"Voice of the Low IQ Child"
Display of ethnic books by University of Arizona Press

DESCRIPTIONS OF OPTIONS

"THE ME I WANT TO BE" (Single session, offered once)
(Professional Response & Values)

There will be four separate sessions. Each session will place an emphasis on a different area of the Professional Response and Values. The participant (s) may choose to attend all four sessions or has the option to choose that session that is relative to an individual need.

The first session will be an introduction to the four sessions and will focus on the importance of positive responses and attitudes. The role of adult as accepting and valuing the child as the learner will be a focus.

INTELLECTUAL SKILLS - AN OVERVIEW (Single session, offered once)

Intellectual Skills will be discussed from the viewpoint of several authors. Questions such as "Are there intellectual skills," "Can intellectual skills be taught," "Intellectual skills--what are they" will be the focus. Participants will be involved in activities which will require that they apply intellectual skills to problem-solving situations.

TRAINING ASSISTANT TEACHERS (A & B sections, offered twice)

There will be two linking sessions. The first will be a discussion and overview of communication problems between classroom personnel and alternatives for dealing with the problems.

The second session will focus on mediation as an important training tool by providing practice in this important skill area.

INTRODUCTION TO TEEM (Single session, offered once)

Session will accommodate participants recently involved in TEEM. Areas of TEEM's philosophy and implementation procedures will be discussed on the basis of needs expressed by participants. (Recommended for participants new to TEEM).

DRAMATIC ACCENTS IN COLOR (Single Session, offered twice)
(An Integration of Music, Drama & Art)

Participants will create model situations for integrating the arts in the TEEM classroom. They will construct a color movie on the spot in response to rhythm in the basic patterns of musical sounds.

Group interaction will be directed by a resource person.

THE VALUING PROCESS IN TEEM (Single session, offered once)
(Professional Response & Values)

The second session will be a discussion and doing time. A sound film will be used to provide information and to promote discussion in the ways in which the valuing process can be used in TEEM classrooms.

INTELLECTUAL SKILLS: TEEM'S WRITING AND THINKING (Single session, offered once)

An introduction will be given to the new booklet on the Intellectual Skills. The intellectual skills will be presented in a process which gives a rationale for the application in the TEEM classrooms. Exploration of these skills will result in practical classroom application and teacher training strategies.

PEER-TUTORING (Single session, offered twice)

An introductory session to peer-tutoring in which simple teaching principles are identified and practical applications of their use in classrooms are developed.

OBSERVATION OF LEARNING STYLES (Sequenced session, offered once)

This two-part session will include identification, observation, evaluation and application of learning styles and subsequent implication for classrooms and inservice workshop strategies.

ROLES IN TEEM ON THE COMMUNITY LEVEL (Single session, offered once)

Session will focus on participant's needs in relation to defining the role of the P.A. and the other roles within TEEM. (Recommended for participants familiar with TEEM's philosophy but are new in their identified role.)

INTELLECTUAL SKILLS - DISCOVERING PATTERNS--A WAY TO IMPROVE THINKING SKILLS (Single session, offered once)

This session provides an example of how the intellectual skills can become an integral part of the teaching and learning process. A thinking skills model is presented which is simple enough that even very young children will be adept at using it in attacking classroom and life problems. Teachers have found after working with the four levels of the model in instructional situations that the word "pattern" evoked behaviors from the child which indicated that a process had been set in motion--a way of thinking, a probing, a discovery of relationships.

RESEARCH AND EVALUATION IN TEEM (Single session, offered twice)

This session will discuss the research and evaluation efforts conducted in TEEM, and by the national Follow Through Office. The session will include presentation of major research programs here at the Center, results from local community evaluations, and the national study of Follow Through.

IALAC--WHAT DOES IT MEAN TO YOU? (Single session, offered once)
(Professional Response & Values)

This session will place emphasis on the role of the teacher in establishing values with children. Through the use of a video tape--"Self Responsibility"--we will be able to find ways that children may be involved in setting up their own values and using recording forms.

THE SPECIAL CHILD IN TEEM (Single session, offered twice)

The focus of this session will be to develop techniques and strategies for teachers working with the "Special Education" child in their classroom.

TRAINING NEWCOMERS TO TEEM (Single session, offered once)

Session will focus on alternative ways to inform people new to TEEM's philosophy, implementation procedures and classroom organization.

"THE ME I'VE BECOME (Single session, offered once)
(Professional Response & Values)

This will be the final session in which evaluation will be the emphasis. Evaluation of self, values, and the overall evaluation of the sessions.

INTELLECTUAL SKILLS - "INTELLIGENCING: A PROCESS (Single session, offered once)
(In order to participate in this session, a participant must have participated in one of the three previous sessions.)

This workshop will provide examples of other applications of intellectual skills to the classroom. Participants will be given opportunities to develop strategies for working with teachers and/or children in the development of intellectual skills. These will be based on ideas "gleaned" from previous sessions or new ideas presented in this session. Projects can be continued which were initiated in previous intellectual skill sessions.

DESCRIPTIONS OF OPTIONS

THE ME I WANT TO BE (Single session, offered once)
(Professional Response & Values)

There will be four separate sessions. Each session will place an emphasis on a different area of the Professional Response and Values. The participant(s) may choose to attend all four sessions or has the option to choose that session that is relative to an individual need.

The first session will be an introduction to the four sessions and will focus on the importance of positive responses and attitudes. The role of adult as accepting and valuing the child as the learner will be a focus.

INTRODUCTION TO TEEM (Single session, offered once)

Session will accommodate participants recently involved in TEEM. Areas of TEEM's philosophy and implementation procedures will be discussed on the basis of needs expressed by participants. (Recommended for participants new to TEEM).

PEER TUTORING (Single session, offered twice)

An introductory session to peer tutoring in which simple teaching principles are identified and practical applications of their use in classrooms are developed.

TEST TAKING SKILLS (Single session, offered once)

Test taking skills are presented as necessary for Follow Through Children to demonstrate what they have learned. Whether we like it or not, standardized tests will continue to be used to evaluate school programs. The norms for standardized tests are derived from groups of students who have many of the requisite test taking skills. If the Follow Through children try to "compete" without the requisite skills, their performance will appear deceivingly low.

Test taking skills necessary for a given test are easy to identify and are readily learned. The session will provide practice in identifying these skills, making exercises to help children learn the skills, and constructing a center so that the skills are taught within the philosophy of TEEM.

THE VALUING PROCESS IN TEEM (Single session, offered once)
(Professional Response & Values)

The second session will be a discussion and doing time. A sound film will be used to provide information and to promote discussion in the ways in which the valuing process can be used in TEEM classrooms.

INTELLECTUAL SKILLS - "INTELLIGENCING: A PROCESS (Single session, offered once)

Intellectual Skills will be discussed from the viewpoint of several authors. "Wherever you go in life, people tend to judge you by how "bright" you seem to be. "Brightness" is often translated into intelligence, which is usually measured by I.Q. tests. How do you score on I.Q. tests? Are you aware that every intelligence test is based on some very fundamental principles? Most of the time, you do what is required by these principles in your everyday activities. Can you usually recognize these basic principles? Do you have any way of practicing or exercising intelligence? You can practice intelligencing if you have some way of knowing what to practice."

TRAINING ASSISTANT TEACHERS (A & B sequenced sections, offered once)

There will be two linking sessions. The first will be a discussion and overview of communication problems between classroom personnel and alternatives for dealing with the problems.

The second session will focus on mediation as an important training tool by providing practice in this important skill area.

THE SPECIAL CHILD IN TEEM (Single session, offered twice)

The focus of this session will be to develop techniques and strategies for teachers working with the "Special Education" child in their classroom.

DRAMATIC ACCENTS IN COLOR (Single session, offered once)

Participants will create model situations for integrating the arts in the TEEM classroom. They will construct a color movie on the spot in response to rhythm in the basic patterns of musical sounds. Group interaction will be directed by a resource person.

INTELLECTUAL SKILLS - DISCOVERING PATTERNS--A WAY TO IMPROVE THINKING SKILLS
(Single session, offered once)

This session provides an example of how the intellectual skills can become an integral part of the teaching and learning process. A thinking skills model is presented which is simple enough that even very young children will be adept at using it in attacking classroom and life problems. Teachers have found after working with the four levels of the model in instructional situations that the word "pattern" evoked behaviors from the child which indicated that a process had been set in motion--a way of thinking, a probing, a discovery of relationships.

RESEARCH AND EVALUATION IN TEEM (Single session, offered once)

This session will discuss the research and evaluation efforts conducted in TEEM, and by the national Follow Through Office. The session will include presentation of major research programs here at the Center, results from local community evaluation, and the national study of Follow Through.

IALAC-WHAT DOES IT MEAN TO YOU? (Single session, offered once)
(Professional Response & Values)

This session will place emphasis on the role of the teacher in establishing values with children. Through the use of a video tape--"Self-Responsibility"--we will be able to find ways that children may be involved in setting up their own values and using recording forms.

OBSERVATION OF LEARNING STYLES (Single session, offered once)

This session will include identification, observation, evaluation and application of learning styles and subsequent implication for classrooms and inservice workshop strategies.

CULTURAL PLURALISM (Monday option, Single session, offered once)

Session will involve group participation in discussion of various issues dealing with Cultural Pluralism such as acculturation vs. assimilation.

THE ME I'VE BECOME (Single session, offered once)
(Professional Response & Values)

This will be the final session in which evaluation will be the emphasis. Evaluation of self, values, and the overall evaluation of the sessions.

TRAINING NEWCOMERS TO TEEM (Single session, offered once)

Session will focus on alternative ways to inform people new to TEEM's philosophy, implementation procedures and classroom organization.

CULTURAL PLURALISM (Tuesday option, Single session, offered once)

This session will be a film festival which will provide a basis for developing criteria for film selection to be appropriately used with children and adults.

Part VI - APPENDICES

Appendix A.....Schedules, First and Second Session

Appendix B.....Participant Training Expectations

Appendix C.....Learning Center Registration Forms, First and Second Session

Appendix D.....Option Selection Forms, First and Second Session

Appendix E.....Strategy Outlines, First and Second Session

Appendix F.....Summer Training Evaluation

Arizona Center
for Educational
Research and Development
College of Education
University of Arizona
Tucson, Arizona 85719

Schedule for

Summer Training Institute

May 18 - May 30, 1975

First Session

SUMMER INSTITUTE SCHEDULE - FIRST WEEK 1975

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:45		PLANNING GROUPS	PLANNING GROUPS	PLANNING GROUPS	PLANNING GROUPS
9:00 - 11:30	Dr. Marie Hughes "Looking at The Whole Child" ARIZONA INN	LEARNING CENTER ORIENTATION (See attached Schedule)	LEARNING CENTERS: LEIR Kiva DISCOVERY CENTER Rm. 441 MATERIALS SELECTION IMC PARENT INVOLVEMENT PreSchool CULTURAL PLURALISM Rm. 302	LEARNING CENTERS (Continued)	LEARNING CENTERS
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 2:30	Total Group Orientation University Registration Planning Groups Kiva	REGISTRATION	The Me I Want to Be Kiva Dramatic Accents in Color Rm. 302 Intellectual Skills-- An Overview Rm. 441 Introduction to TEEM Rm. 309 Training Assistant Teachers - Kiva	The Valuing Process in TEEM Kiva Peer Tutoring Rm. 302 Intellectual Skills-- TEEM's Writing and Thinking -Rm.441 Observation of Learning Styles Preschool Training Assistant Teachers -Kiva	Research and Evaluation in TEEM Kiva Roles in TEEM on the Community Level Rm. 309 Intellectual Skills- Discovering Patterns- A Way to Improve Thinking Skills Rm. 441 Observation of Learning Styles Preschool Training Assistant Teachers- Kiva
2:30 - 3:30		COMMUNITY PLANNING	COMMITTEE EVALUATION	COMMITTEE EVALUATION	COMMITTEE EVALUATION

SUMMER INSTITUTE SCHEDULE - SECOND WEEK 1975

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:45	PLANNING GROUPS	PLANNING GROUPS	PLANNING GROUPS		Continental Breakfast Planning Groups Reflections and Written Evaluations Kiva
9:00 - 11:30	LEARNING CENTERS: LEIR — Kiva DISCOVERY CENTER — Rm. 441 MATERIALS SELECTION — IMC PARENT INVOLVEMENT — PreSchool CULTURAL PLURALISM — Rm. 302	LEARNING CENTERS (Continued)	LEARNING CENTERS	PRESENTATIONS	• Sharing from Groups (1 person from each group) • Panel Discussion • Closing Remarks Dr. Fillerup
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 2:30	IALAC-What Does It Mean to You? — PreSchool The Special Child in TEEM — Kiva Peer Tutoring — Rm. 302 Training Newcomers to TEEM — Rm. 309 Training Assistant Teachers — Kiva	The Me I've Become — PreSchool Dramatic Accents in Color — Rm. 302 Research and Evaluation in TEEM — Kiva Intellectual Skills--"Intelligencing: A Process" - Rm. 441 The Special Child in TEEM — Kiva	PRESENTATIONS	PRESENTATIONS	
2:30 - 3:30	COMMITTEE EVALUATION	COMMITTEE EVALUATION	COMMUNITY PLANNING		

LEARNING CENTER ORIENTATION

The following schedule indicates when each planning group (designated by letter) will be visiting the five learning centers during Learning Center Orientation.

	9:00 - 9:25	9:30 - 9:55	10:00 - 10:25	10:30 - 10:55	11:00 - 11:25
LEIR Kiva	Planning Group A	E	D	C	B
DISCOVERY CENTER Room 441	B	A	E	D	C
MATERIALS SELECTION IMC	C	B	A	E	D
PARENT INVOLVEMENT Pre School	D	C	B	A	E
CULTURAL PLURALISM Room 302	E	D	C	B	A

Arizona Center
for Educational
Research and Development
College of Education
University of Arizona
Tucson, Arizona 85719

Schedule for

Summer Training Institute

June 9 - June 20, 1975

Second Session

SUMMER INSTITUTE SCHEDULE - FIRST WEEK 1975

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:45		PLANNING GROUPS	PLANNING GROUPS	PLANNING GROUPS	PLANNING GROUPS
9:00 - 11:30	8:30 Halene Weaver Breakfast Speaker Student Union Union Club	LEARNING CENTER ORIENTATION (See attached Schedule)	LEARNING CENTERS: LEIR — Kiva DISCOVERY CENTER — Room 441 MATERIALS SELECTION — IMC PARENT INVOLVEMENT — PreSchool CULTURAL PLURALISM — Room 302	LEARNING CENTERS (Continued)	LEARNING CENTERS
11:30 - 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 - 2:45	University Registration Total Group Orientation Planning Groups Kiva	REGISTRATION	The Me I Want to Be — Room 441 Test-Taking Skills — Kiva Peer Tutoring — Room 302 Introduction to TEEM — Room 309	The Valuing Process in TEEM — Room 441 Training Assistant Teachers — Kiva "Intelligencing: A Process" (Intellectual Skills) — Room 302 The Special Child in TEEM — Room 309	Research and Evaluation in TEEM — Room 309 Training Assistant Teachers — Kiva Intellectual Skills-Discovering Patterns A Way to Improve Thinking Skills — Room 302 Dramatic Accents in Color — Room 441
2:45 - 3:30		COMMUNITY PLANNING	COMMITTEE EVALUATION	COMMITTEE EVALUATION	COMMUNITY PLANNING

SUMMER INSTITUTE SCHEDULE - SECOND WEEK 1975

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:45	PLANNING GROUPS	PLANNING GROUPS	PLANNING GROUPS		Continental Breakfast Planning Groups Reflections and Written Evaluations Kiva
9:00 - 11:30	LEARNING CENTERS: LEIR Kiva DISCOVERY CENTER Room 441 MATERIALS SELECTION IMC PARENT INVOLVEMENT PreSchool INTELLECTUAL SKILLS Room 302	LEARNING CENTERS (Continued)	LEARNING CENTERS INTELLECTUAL SKILLS (Room to be announced)	PRESENTATIONS	• Sharing from Groups (1 person from each group) • Closing Remarks Dr. Fillerup
11:30 - 12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 - 2:45	IALAC-What Does It Mean to You? Room 441 Observation of Learning Styles Kiva Peer Tutoring Room 309 Cultural Pluralism Room 302	The Me I've Become Room 441 Training Newcomers to TEEM Kiva Cultural Pluralism Room 302 The Special Child in TEEM Room 309	PRESENTATIONS	PRESENTATIONS	
2:45 - 3:30	COMMITTEE EVALUATION	COMMITTEE EVALUATION	COMMUNITY PLANNING		

LEARNING CENTER ORIENTATION

The following schedule indicates when each planning group (designated by letter) will be visiting the five learning centers during Learning Center Orientation.

	8:30 - 8:55	9:00 - 9:25	9:30 - 9:55	10:00 - 10:25	10:30 - 10:55	11:00 - 11:25
LEIR Kiva	Planning Group A		E	D	C	B
DISCOVERY CENTER Room 441	B	A		E	D	C
PARENT INVOLVEMENT Pre School	C	B	A		E	D
CULTURAL PLURALISM Room 302	D	C	B	A		E
INTELLECTUAL SKILLS Kiva	E	D	C	B	A	
MATERIALS SELECTION IMC		E	D	C	B	A

PARTICIPANT TRAINING EXPECTATIONS

Summer Training 1975

Each participant shall:

1) be independent learners who
2) establish their own objectives,
3) develop strategies for obtaining these objectives,
4) record their progress in attaining these objectives, and
5) having attained the objective, demonstrate a resulting strategy to a peer group.

As the participant moves through this process, the participant will:

1) plan and develop a strategy,
2) review and revise the strategy,
3) conduct a final presentation of this strategy for other participants,
4) allow for critique of presentation by other participants, and
5) prepare a written documentation of the strategy.

Summer Training Institute
1975

LEARNING CENTER REGISTRATION FORM

NAME_____

PLANNING GROUP_____

STATE BRIEFLY YOUR INDIVIDUAL INSTITUTE OBJECTIVES:

INDICATE WHICH LEARNING CENTERS YOU WILL NEED TO ATTEND IN ORDER THAT YOU MAY ACCOMPLISH YOUR OBJECTIVES. ALSO SPECIFY WHICH DAYS YOU WOULD PREFER TO ATTEND THE SELECTED LEARNING CENTERS

Learning Centers	Check if attending	Days Preferred						Total Number of Days in Center
		W	Th	F	M	T	W	
LEIR								
DISCOVERY CENTER								
MATERIALS SELECTION								
PARENT INVOLVEMENT								
CULTURAL PLURALISM								
								Total 6

Summer Training Institute
1975 - Second Session

LEARNING CENTER REGISTRATION FORM

NAME_____

PLANNING GROUP_____

STATE BRIEFLY YOUR INDIVIDUAL INSTITUTE OBJECTIVES:

INDICATE WHICH LEARNING CENTERS YOU WILL NEED TO ATTEND IN ORDER THAT YOU MAY ACCOMPLISH YOUR OBJECTIVES. ALSO SPECIFY WHICH DAYS YOU WOULD PREFER TO ATTEND THE SELECTED LEARNING CENTERS

Learning Centers	Days Preferred						Total Number of Days in Center
	W	Th	F	M	T	W	
LEIR							
DISCOVERY CENTER							
MATERIALS SELECTION							
PARENT INVOLVEMENT							
CULTURAL PLURALISM							
INTELLECTUAL SKILLS							
							Total 6

Name _____

Planning Group _____

OPTION SELECTION FORM

Please indicate your first, second, and third choices for options for each day. Indicate your choices with a "1", "2", and "3". You will be assigned to one option each day based on your choices and availability of the options.

WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY
__ The Me I Want to Be	__ The Valuing Process in TEEM	__ *Roles in TEEM on the Community Level	__ IALAC - What does it mean to you?	__ The Me I've Become
__ Intellectual Skills: An Overview	__ Intellectual Skills: TEEM's Writing and Thinking	__ Intellectual Skills: Discovering Patterns- A Way to Improve Thinking Skills	__ The Special Child in TEEM	__ **Intellectual Skills: "Intelligencing: A Process"
__ Training Assistant Teachers A	__ Training Assistant Teachers A	__ Training Assistant Teachers B	__ Training Assistant Teachers B	__ The Special Child in TEEM
__ Introduction to TEEM	__ Peer Tutoring	__ Research and Evaluation in TEEM	__ Peer Tutoring	__ Research and Evaluation in TEEM
__ Dramatic Accents in Color	__ Observation of Learning Styles A	__ Observation of Learning Styles B	__ Training Newcomers to TEEM	__ Dramatic Accents in Color

* The "Roles in TEEM" option is required of all program assistants new to this role this coming year. The session is not limited to this population.

** To be eligible for Intellectual Skills: "Intelligencing: A Process" a participant should attend at least one of the previous Intellectual Skills options.

If options are enclosed in boxes and connected, participants should provide for both options in their schedule.

Name _____

Planning Group _____

OPTION SELECTION FORM

Please indicate your first, second, and third choices for options for each day. Indicate your choices with a "1", "2", and "3". You will be assigned to one option each day based on your choices and availability of the options.

WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY
_ The Me I Want to Be Room 441	_ The Valuing Process in TEEM Room 441	_ Dramatic Accents in Color Room 441	_ IALAC - What does it mean to you? Room 441	_ The Me I've Become Room 441
_ Introduction to TEEM Room 309	_ Intellectual Skills "Intelligencing: A Process" Room 302	_ Intellectual Skills "Discovering Patterns- A Way to Improve Thinking Skills" Room 302	_ Observation of Learning Styles Kiva	_ Training Newcomers to TEEM Kiva
_ Peer Tutoring Room 302	_ Training Assistant Teachers A Kiva	_ Training Assistant Teachers B Kiva	_ Peer Tutoring Room 309	_ Cultural Pluralism Room 302
_ Test Taking Skills Kiva	_ The Special Child in TEEM Room 309	_ Research and Evaluation in TEEM Room 309	_ Cultural Pluralism Room 302	_ The Special Child in TEEM Room 309

If options are enclosed in boxes and connected, participants should provide for both options in their schedule.

STRATEGY OUTLINE

SUMMER INSTITUTE
1975

Participant_____

I. STRATEGY EMPHASIS:

II. PARAGRAPH DESCRIPTION OF STRATEGY:

III. MAJOR OBJECTIVES OF THE STRATEGY:

IV. MATERIALS, RESOURCES, EQUIPMENT REQUIRED FOR PREPARATION AND/OR PRESENTATION:

V. REQUIRED TIME ALLOTMENT:

VI. REQUIRED SPACE (e.g., small room, large room, room that can be darkened):

VII. WHO WOULD YOU LIKE TO PRESENT THIS STRATEGY TO?

VIII. ADDITIONAL INFORMATION:

IX. DETAILED OUTLINE OF STRATEGY (Attach more pages if needed):

STRATEGY OUTLINE

SUMMER INSTITUTE
1975

Participant_____

I. STRATEGY EMPHASIS:

II. PARAGRAPH DESCRIPTION OF STRATEGY:

III. MAJOR OBJECTIVES OF THE STRATEGY:

IV. MATERIALS, RESOURCES, EQUIPMENT REQUIRED FOR PREPARATION AND/OR PRESENTATION:

V. ESTIMATE APPROXIMATE TIME THAT YOU WILL NEED FOR PRESENTATION (Range 30 minutes - 2 hours)

VI. REQUIRED SPACE (e.g., small room, large room, room that can be darkened).

VII. WILL OTHER PARTICIPANTS BE WORKING WITH YOU ON THE PRESENTATION?

YES_____ NO_____

IF YES, WHO ARE THEY?

VIII. WHO WILL YOU MAKE YOUR PRESENTATION TO?

_____ COMMITTEE _____ TOTAL GROUP?

IX. ADDITIONAL INFORMATION:

X. DETAILED OUTLINE OF STRATEGY (Attach more pages if needed):

SUMMER TRAINING EVALUATION
1975

Learning Center Critique

Listed below are the five learning centers. Indicate which learning center(s) you attended and number of days in attendance. Write a paragraph critique of each of the learning centers you attended. If additional space is necessary, please use the back of page.

Number of Days

_____ LEIR

Critique: (Be Specific)

_____ DISCOVERY CENTER

Critique: (Be Specific)

_____ MATERIALS SELECTION

Critique: (Be Specific)

_____ PARENT INVOLVEMENT

Critique: (Be Specific)

_____ CULTURAL PLURALISM

Critique: (Be Specific)

Learning Center Critique (Cont.)

Number of Days

_____ INTELLECTUAL SKILLS

Critique: (Be Specific)

Option Critique Form

Refer to your Option Selection Form. Indicate which option you attended each day. Write a paragraph critique of each option you attended. If you need additional space, please use back of sheet.

Wednesday Title of Option_____

Critique: (Be Specific)

Thursday Title of Option_____

Critique: (Be Specific)

Friday Title of Option_____

Critique: (Be Specific)

Monday Title of Option_____

Critique: (Be Specific)

Tuesday Title of Option_____

Critique: (Be Specific)

Summer Institute Critique

We would appreciate a more general or overall critique from you in terms of this institute. Your assistance will help us to consider aspects that can be revised. You might discuss such aspects as: environment, schedule, philosophy, learning centers, options, individualization, personnel, resources, committee assignments,etc.